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ABSTRACT

In fall 1979, a study was initiated of the persistence and graduation rates of 10,015 students who transferred from public and private two-year colleges in Illinois to senior colleges and universities in the state for 5 years after transfer. Analyses focusing on the third and fourth years after transfer indicated: (1) 60% of the associate in arts/associate in science (AA/AS) degree recipients completed the spring 1982 term, or had already earned their baccalaureate degrees; (2) the spring 1982 and 1983 grade point averages (GPA's) of the AA/AS graduates were 2.95 and 2.92, respectively; (3) among associate in applied science (AAS) degree recipients, 46% completed the spring 1982 term, 43% earned their baccalaureate degrees by the end of the fourth year, and their spring 1982 and 1983 GPA's were 2.88 and 2.83, respectively; (4) 43% of the transfer students who had not earned an associate degree completed the spring 1982 term, 38% earned their baccalaureate degrees by the end of the fourth year; and (5) figures for all fall 1979 transfer students indicate that, during their third year, 50% completed the term or earned their baccalaureate degree prior to it; 35% earned their baccalaureate degrees by the end of the third year; and their GPA was 2.87. (Author/HB)

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# FALL 1979 TRANSFER STUDY

## REPORT 4

## THIRD AND FOURTH YEAR PERSISTENCE AND ACHIEVEMENT

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FALL 1979 TRANSFER STUDY
Report 4
THIRD AND FOURTH YEAR PERSISTENCE AND ACHIEVEMENT

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# PREFACE

The purpose of this fourth report on the Illinois Fall 1979 Transfer Study is to describe and analyze third and fourth year persistence and achievement statewide. The study began in the Fall of 1979 with 10,015 students who transferred from 39 Illinois public two-year college districts and four private two-year colleges to 42 Illinois senior colleges and universities and has continued for five years following transfer. Three previous reports on the study have been published. Report 1, Mobility Patterns and Pre-transfer Characteristics, issued February, 1982, reported on the initial phases of the study, the design, the colleges involved, and the pre-transfer characteristics of the students. Report 2, First Year Persistence and Achievement, issued August, 1982, analyzed the progress toward baccalaureate degree completion of the Fall 1979 transfer students during the first year following transfer (Fiscal Year 1980). Report 3, Second Year Persistence and Achievement, issued December, 1982, analyzed data from the second year following transfer (Fiscal Year 1981).

Following the second year after transfer, two senior colleges decided to discontinue their participation in the study. This eliminated 258 students from the original 10,015 reducing the number to 9,757 students whose academic progress is to be followed for five years. This fourth report presents the retabulated data on these 9,757 students for the first two years as well as analyzes the progress of these students during the third and fourth years after transfer. Spring term 1983 does not include data for Southern Illinois University-Carbondale or Rosary College. These data which arrived too late for inclusion in this report will be included in the fifth and final report. This fifth report, containing more indepth analyses of the five-year study, will be available when analyses are completed. The final report will continue to review the results by pre-transfer degree type since evaluation of transfer degree programs at two-year colleges must focus on how well students perform after transferring. However, examination of the data will not be limited to this focus but will examine in detail characteristics of those who completed baccalaureate degrees.

As with any longitudinal study, a few design and data problems exist. The study is limited to students who transferred to Illinois colleges. It follows the student only at the institution of initial transfer. These limitations do not enable this study to account for all students who transfer from a community college to a four-year college or university or to determine the total percentage of transfer students who eventually complete a baccalaureate degree. In spite of these limitations, results from the study already can be drawn at the end of the fourth year and more will become apparent following more indepth analyses for the five-year study.

The staff of the Illinois Community College Board appreciate the continuing support of the participating institutions in supplying data for the study.

Virginia K. McMillan
Associate Director for Research

## HIGHLIGHTS

This Fourth Report of the 1979 Transfer Study analyzes the persistence and achievement during the third and fourth years after transfer--academic years 1981-82 and 1982-83--of 9,757 students who transferred from Illinois two-year colleges to Illinois senior institutions in the Fall of 1979. Several of the trends observed during the first two years of the study persist into the third and fourth years. Post-transfer persistence and achievement continued to vary according to the students' pre-transfer degree status. Specifically, the report finds that for:

Associate in Arts/Associate in Science Degree Recipients:

-- Third Year,

- 60 percent completed the Spring 1982 term (or earned their baccalaureate degrees prior to it);
- 52 percent earned their baccalaureate degrees by the end of the third year;
- the Spring 1982 term GPA for those enrolled that term was 2.95;

-- Fourth Year,

- 62 percent completed the Spring 1983 term (or earned their baccalaureate degrees prior to it);
- 59 percent earned their baccalaureate degrees by the end of the fourth year;
- the Spring 1983 term GPA for those enrolled that term was 2.92.

Associate in Applied Science Degree Recipients:

-- Third Year,

- 46 percent completed the Spring 1982 term (or earned their baccalaureate degrees prior to it);
- 36 percent earned their baccalaureate degrees by the end of the third year;
- the Spring 1982 term GPA for those enrolled that term was 2.88;

-- Fourth Year,

- 49 percent completed the Spring 1983 term (or earned their baccalaureate degrees prior to it);
- 43 percent earned their baccalaureate degrees by the end of the fourth year;
- the Spring 1983 term GPA for those enrolled that term was 2.83.

Transfer students who had not earned an associate degree:

-- Third Year,

- 43 percent completed the Spring 1982 term (or earned their baccalaureate degrees prior to it);
- 26 percent earned their baccalaureate degrees by the end of the third year;
- the Spring 1982 term GPA for those enrolled that term was 2.85;

-- Fourth Year,

- 44 percent completed the Spring 1983 term (or earned their baccalaureate degrees prior to it);
- 38 percent earned their baccalaureate degrees by the end of the fourth year;
- the Spring 1983 term GPA for those enrolled that term was 2.63.

All Fall 1979 Transfer Students:

-- Third Year,

- 50 percent completed the Spring 1982 term (or earned their baccalaureate degrees prior to it);
- 35 percent earned their baccalaureate degrees by the end of the third year;
- the Spring 1982 term GPA for those enrolled that term was 2.87;

-- Fourth Year,

- 50 percent completed the Spring 1983 term (or earned their baccalaureate degrees prior to it);
- 45 percent earned their baccalaureate degrees by the end of the fourth year;
- the Spring 1983 term GPA for those enrolled that term was 2.79.

## INTRODUCTION

The Fall 1979 Transfer Study Report 3: Second Year Persistence and Achievement found that trends observed during the first year after transfer continued in the second year. Persistence and achievement continued to vary according to the students' pre-transfer degree status.

Students receiving Associate in Arts and Associate in Science (AA/AS) degrees designed to transfer to a senior college or university, performed better after transfer than did students with Associate in Applied Science (non-transfer) degrees and those who transferred without receiving a degree from a two-year college. Retention and baccalaureate degree completion, as well as mean cumulative grade point average (GPA), were all higher for the transfer degreed students.

The Associate in Applied Science (AAS) degree recipients had the second highest baccalaureate degree completion rate at the end of the second year. However, this group's two-year retention rate was similar to the non-degreed student group.

The non-degreed students had the lowest GPA during the first two years and the lowest baccalaureate degree completion rate at the end of the second year.

This report will examine the progress of the Fall 1979 transfer students during the third and fourth years (Fiscal Years 1982 and 1983). Because two of the senior institutions withdrew from the study and did not submit data for these two years, the first and second years' data have been reanalyzed and are presented in this report so that data for the first four years of the study will be based on an identical database. Data will be presented in two sections: Persistence and baccalaureate degree completion rates and, then, achievement as measured by grade point average.

## PERSISTENCE AND BACCALAUREATE COMPLETION RATES

In general, trends in the variation in persistence rates that were established in the first two years of the study continued through the next two years. Table 1 shows the number of students who completed the fall and spring terms, the number who graduated in summer/fall/winter and spring terms, and the cumulative number of graduates for each of the first four years of the study. Students who had received AA/AS degrees prior to Fall 1979 enrollment in an Illinois senior college or university have consistently had the highest persistence rates as measured by the percentage of students who were still enrolled or who had graduated. Persistence rates of AA/AS degree students for the first four years of the study were 84, 72, 60, and 62 percent, respectively. Persistence rates for AAS degree students for the same time period were 74, 58, 46, and 49 percent, respectively. The group of students who had not completed a degree before transferring experienced persistence rates of 78, 58, 43, and 44 percent for the four-year period. While persistence rates for students who had received AAS degrees and for those who

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Table 1

POST-TRANSFER PERSISTENCE AND BACCALAUREATE DEGREE COMPLETION
BY PRE-TRANSFER DEGREE CATEGORY*

| Pre-Transfer Degree Category | | FISCAL YEAR 1980 Entered Fall 1979 | Completed Fall 1979 | Graduated Fall 1979 | Completed Spring 1980 | Graduated Spring 1980 | FISCAL YEAR 1981 Completed Fall 1980 | Graduated Summer or Fall 1980 | Completed Spring 1981 | Graduated Spring 1981 | Total Grad through Spring 1981 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| AA/AS Degree (Transfer) | (N) | 3048 | 2860 | 2 | 2546 | 0 | 2274 | 93 | 2083 | 789 | 884 |
| | (%) | | (94%) | (**) | (84%) | (**) | (75%) | (3%) | (68%) | (26%) | (29%) |
| AAS Degree (Non-Transfer) | (N) | 669 | 616 | | 495 | 2 | 410 | 19 | 364 | 105 | 126 |
| | (%) | | (92%) | | (74%) | (**) | (61%) | (3%) | (54%) | (16%) | (19%) |
| No Degree | (N) | 6040 | 5582 | 3 | 4716 | 4 | 3882 | 87 | 3402 | 548 | 640 |
| | (%) | | (92%) | (**) | (78%) | (**) | (64%) | (1%) | (56%) | (9%) | (11%) |
| TOTAL | (N) | 9757 | 9058 | 4 | 7757 | 5 | 6566 | 199 | 5849 | 1442 | 1650 |
| | (%) | | (93%) | (**) | (80%) | (**) | (67%) | (2%) | (60%) | (15%) | (17%) |

| Pre-Transfer Degree Category | | FISCAL YEAR 1982 Completed Fall 1981 | Graduated Summer or Fall 1981 | Completed Spring 1982 | Graduated Spring 1982 | Total Grad Through Spring 1982 | FISCAL YEAR 1983 Completed Fall 1982 | Graduated Summer or Fall 1982 | Completed Spring 1983 | Graduated Spring 1983 | Total Grad Through Spring 1983 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| AA/AS Degree | (N) | 770 | 495 | 451 | 212 | 1581 | 252 | 163 | 147 | 44 | 1788 |
| | (%) | (25%) | (16%) | (15%) | (7%) | (52%) | (8%) | (5%) | (5%) | (1%) | (59%) |
| AAS Degree | (N) | 170 | 69 | 112 | 43 | 238 | 74 | 41 | 49 | 8 | 287 |
| | (%) | (25%) | (10%) | (17%) | (6%) | (36%) | (11%) | (6%) | (7%) | (1%) | (43%) |
| No Degree | (N) | 1872 | 477 | 1456 | 483 | 1600 | 993 | 460 | 574 | 222 | 2282 |
| | (%) | (31%) | (8%) | (24%) | (8%) | (26%) | (16%) | (8%) | (10%) | (4%) | (38%) |
| TOTAL | (N) | 2812 | 1041 | 2019 | 728 | 3419 | 1319 | 664 | 770 | 274 | 4357 |
| | (%) | (29%) | (11%) | (21%) | (7%) | (35%) | (14%) | (7%) | (8%) *** | (3%) *** | (45%) *** |

*Completion data based on credits earned in term.
**Less than one percent.
***Does not include Spring 1983 data for SIU-Carbondale or Rosary College.

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had transferred without a degree were the same during the second year of the study, differences occurred during the third and fourth years. At the end of the fourth year, a five percentage point spread occurred between the latter two groups.

Examination of persistence rates indicates that rates for all three pre-transfer degree type groups experienced increases between the third and fourth years. This increase indicates that some of the students who had not been enrolled at the end of the third year, re-enrolled during the fourth year. The final report of the study will contain an analysis of enrollment patterns.

The number of students earning baccalaureate degrees from the institution to which they transferred also continued to differ for the three pre-transfer degree type groups during the third and fourth years of the study. At the end of the third year, the AA/AS degree group once again had the highest baccalaureate completion rate with 52 percent of the students in that group having received baccalaureate degrees during the first three years of the study. By the end of the fourth year, the baccalaureate completion rate had risen to 59 percent for this group of students. In comparison, 36 percent of the AAS degree students had earned baccalaureate degrees by the end of the third year and 43 percent by the end of the fourth year. Cumulative graduation rates for the pre-transfer, non-degreed students were 26 and 38 percent for the third and fourth years. The third and fourth year graduation rates for all students were 35 and 45 percent, respectively.

Table 2 on the next three pages shows the age, sex, and program of baccalaureate degree graduates for each of the three pre-transfer degree groups for the first four years of the study. By the end of the fourth year, 77 percent of the AA/AS degree, 69 percent of the AAS degree, and 72 percent of the non-degreed transfer students who had earned baccalaureate degrees were less than 26 years of age. Overall, 74 percent were less than 26 years of age while 22 percent were older than the traditional college-age population at the time they received their baccalaureate degrees. (The remaining four percent declined to indicate their ages.) For the first two years of the study the distribution of male and female baccalaureate degree completers was even, reflecting the original distribution of the study population. However, cumulative numbers for the third and fourth years show slightly more females receiving degrees.

Trends established after the second year of the study continued for years three and four in the areas of program completion. The largest percentage of AA/AS degree recipients and non-degreed transfer students received their baccalaureate degrees in business fields. Social and behavioral science baccalaureate degrees were the most popular among the group of students who had AAS pre-transfer degrees. Overall, 26 percent of the 1979 transfer students who earned their baccalaureate degrees within four years after transfer completed in business programs and 16 percent graduated in either education or social and behavioral science programs.

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Table 2
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SEX, AGE, AND PROGRAM OF BACCALAUREATE DEGREE COMPLETERS BY PRE-TRANSFER DEGREE CATEGORY

AA/AS (Transfer) Degree

| PROGRAM (HEGIS) | Fiscal Year 1980 | | | | | | Fiscal Year 1981 | | | | | | Fiscal Year 1982 | | | | | | Fiscal Year 1983 | | | | | | Total in Each Program by End of Spring 1983 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Unknown | | <26 | | 26+ | | Unknown | | <26 | | 26+ | | Unknown | | <26 | | 26+ | | Unknown | | <26 | | 26+ | | Number | Percent |
| | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F | | |
| Undeclared/Unknown | | | | | | | 1 | 1 | 1 | 6 | | 1 | | 1 | 6 | 5 | 2 | 2 | | | | | 3 | 1 | 30 | 2 |
| Science and Math (04,07,17,19) | | | | | | | | 2 | 32 | 23 | 3 | 3 | | | 35 | 18 | 10 | 3 | | | 12 | 1 | 3 | 2 | 147 | 8 |
| Business (05) | | | | | | | 4 | 3 | 151 | 110 | 21 | 9 | 3 | | 110 | 39 | 15 | 9 | 1 | | 21 | 5 | 11 | 7 | 519 | 29 |
| Education (08) | | | | | | | 1 | 4 | 16 | 91 | 5 | 19 | 2 | 3 | 24 | 90 | 7 | 18 | | | 13 | 26 | 4 | 11 | 334 | 19 |
| Engineering (09) | | | | | | | 1 | 1 | 35 | 2 | 12 | 1 | 2 | | 23 | 1 | 1 | | 1 | | 7 | | 2 | 1 | 90 | 5 |
| Arts/Humanities (10,11,15,23) | | | | | | | | 2 | 18 | 29 | 2 | 4 | 2 | 2 | 20 | 35 | 8 | 9 | | 1 | 3 | 6 | 5 | 2 | 148 | 8 |
| Health (12) | | | | | | | | | 3 | 5 | 2 | 5 | | | 3 | 11 | 2 | 10 | | | | 5 | 3 | 8 | 57 | 3 |
| Social/Bhav. Science (14,20,21,22) | | | | | | | 1 | 3 | 47 | 58 | 12 | 17 | | | 29 | 38 | 18 | 19 | | | 10 | 8 | 7 | 3 | 270 | 15 |
| General Liberal Arts (49) | | | | | 1 | 1 | | | 1 | 2 | 5 | 2 | | 1 | 1 | 1 | 5 | 4 | | | | | | | 22 | 1 |
| Other Hegis | | | | | | | 1 | 2 | 58 | 38 | 6 | 2 | 2 | | 22 | 19 | 3 | 4 | | | 4 | 4 | 2 | 4 | 171 | 10 |
| TOTAL | | | | | 1 | 1 | 9 | 18 | 362 | 364 | 66 | 63 | 11 | 7 | 273 | 257 | 71 | 78 | 2 | 1 | 70 | 55 | 40 | 39 | 1788 | 100 |

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Table 2
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SEX, AGE, AND PROGRAM OF BACCALAUREATE DEGREE COMPLETERS BY PRE-TRANSFER DEGREE CATEGORY

AAS (Non-Transfer) Degree

| PROGRAM (HEGIS) | Fiscal Year 1980 | | | | | | Fiscal Year 1981 | | | | | | Fiscal Year 1982 | | | | | | Fiscal Year 1983 | | | | | | Total in Each Program by End of Spring 1983 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Unknown | | <26 | | 26+ | | Unknown | | <26 | | 26+ | | Unknown | | <26 | | 26+ | | Unknown | | <26 | | 26+ | | Number | Percent |
| | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F | | |
| Undeclared/Unknown | | | | | | | | | | 1 | | | | | 2 | 1 | 1 | 1 | | | 1 | | | 3 | 10 | 4 |
| Science and Math (04,07,17,19) | | | | | | | | | 2 | 2 | 1 | 1 | | | 2 | 1 | 2 | | | | | 1 | 2 | | 14 | 5 |
| Business (05) | | | | | | | | | 4 | 5 | | 2 | | | 12 | 10 | 3 | | | | 2 | 1 | 3 | 1 | 43 | 15 |
| Education (08) | | | | | | | 1 | | 3 | 5 | 1 | | | | 2 | 11 | | 3 | | | 1 | 1 | | 5 | 33 | 12 |
| Engineering (09) | | | | | | | | | 7 | | 4 | | 1 | | 6 | 1 | 1 | 1 | | | | | 2 | | 23 | 8 |
| Arts/Humanities (10,11,15,23) | | | | | | | | | | 2 | | | | | 1 | 1 | 1 | | | | 2 | | | | 7 | 2 |
| Health (12) | | | | 1 | | 1 | | | | 7 | | 6 | | | 2 | 2 | 2 | 4 | | | | 1 | | 1 | 27 | 9 |
| Social/Bhav. Science (14,20,21,22) | | | | | | | | | 13 | 17 | 1 | 5 | | | 3 | 5 | 2 | 5 | | 1 | 5 | 5 | 4 | 4 | 70 | 24 |
| General Liberal Arts (49) | | | | | | | | | 5 | 1 | | 1 | | | 2 | 1 | | 2 | | | | | 1 | | 13 | 5 |
| Other Hegis | | | | | | | 1 | | 22 | 3 | 1 | | | | 8 | 6 | 2 | 2 | | | | | 1 | 1 | 47 | 16 |
| TOTAL | | | | 1 | | 1 | 2 | | 56 | 43 | 8 | 15 | 1 | | 40 | 39 | 14 | 19 | | 1 | 11 | 9 | 13 | 15 | 287 | 100 |

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Table 2
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SEX, AGE, AND PROGRAM OF BACCALAUREATE DEGREE COMPLETERS BY PRE-TRANSFER DEGREE CATEGORY

No Degree

| PROGRAM (HEGIS) | Fiscal Year 1980 | | | | | | Fiscal Year 1981 | | | | | | Fiscal Year 1982 | | | | | | Fiscal Year 1983 | | | | | | Total in Each Program by End of Spring 1983 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Unknown | | <26 | | 26+ | | Unknown | | <26 | | 26+ | | Unknown | | <26 | | 26+ | | Unknown | | <26 | | 26+ | | Number | Percent |
| | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F | | |
| Undeclared/Unknown | | | | | | | | | 1 | 5 | | 3 | | 2 | 11 | 16 | 3 | 4 | | | 10 | 11 | 2 | 3 | 71 | 3 |
| Science and Math (04,07,17,19) | | | | | | | 1 | 1 | 28 | 15 | 16 | 4 | 2 | | 49 | 24 | 8 | 13 | 3 | | 32 | 17 | | 5 | 218 | 10 |
| Business (05) | | | | | | | 2 | 2 | 84 | 32 | 8 | 9 | 4 | 2 | 123 | 84 | 24 | 22 | 3 | 3 | 82 | 36 | 17 | 17 | 454 | 24 |
| Education (08) | | | | | | | | 4 | 8 | 54 | 5 | 13 | 1 | 7 | 18 | 88 | 7 | 24 | 2 | 6 | 17 | 68 | 5 | 20 | 347 | 15 |
| Engineering (09) | | | | | | | | | 32 | 3 | 15 | | 5 | | 13 | 4 | 8 | | | | 31 | 2 | 6 | 1 | 120 | 5 |
| Arts/Humanities (10,11,15,23) | | | | | | | 1 | | 7 | 9 | 1 | 8 | 2 | 7 | 25 | 23 | 7 | 9 | | 1 | 9 | 16 | 7 | 4 | 136 | 6 |
| Health (12) | | 1 | | | 1 | 1 | 1 | 6 | 3 | 15 | | 28 | | 4 | 2 | 19 | 4 | 16 | | | 3 | 19 | 2 | 13 | 138 | 6 |
| Social/Bhav. Science (14,20,21,22) | | | | 1 | | | 3 | 8 | 26 | 34 | 10 | 15 | 5 | 2 | 48 | 64 | 12 | 23 | 2 | 2 | 46 | 41 | 11 | 5 | 358 | 16 |
| General Liberal Arts (49) | | | | | 1 | | 1 | 4 | 1 | 4 | 6 | 4 | | 4 | 4 | 2 | 3 | 12 | 1 | | 1 | 1 | 5 | 3 | 57 | 3 |
| Other Hegis | | | | | | | 2 | 3 | 50 | 30 | 4 | 6 | 1 | 2 | 36 | 44 | 9 | 5 | 1 | 4 | 24 | 46 | 8 | 8 | 283 | 12 |
| TOTAL | | 1 | | 1 | 2 | 1 | 11 | 28 | 240 | 201 | 65 | 90 | 20 | 30 | 329 | 368 | 85 | 128 | 12 | 16 | 255 | 257 | 63 | 79 | 2282 | 100 |

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## THIRD AND FOURTH YEAR PERSISTENCE AND ACHIEVEMENT

Table 3 shows changes in programs of enrollment between Fall 1979 and each subsequent fall term for each of the three pre-transfer degree types. Each fall term reflects the changes for only those students who were still enrolled for that particular term. The percentage of those who had changed their program of enrollment increased each fall from eight percent in the Fall 1980 to 24 percent in the Fall 1982 for AA/AS degree students; from 10 to 34 percent for AAS degree students; and from 20 to 38 percent for non-degreed transfer students. Overall, of the 1,319 transfer students still enrolled in the fall term during the fourth year of the study, 37 percent had changed their program of enrollment from their original program choice in Fall 1979. The fields with the highest percent of change were General Liberal Arts and Arts and Humanities.

In summary, as was the case at the end of the second year after transfer, AA/AS degree recipients had a higher persistence rate and a higher baccalaureate degree completion rate at the end of the fourth year after transfer than had AAS degree recipients and non-degreed transfer students. Rates for AAS degree recipients tend to be slightly higher in both persistence and baccalaureate degree completion than those for non-degreed transfer students.

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Table 3
(1 of 3)

CHANGES IN PROGRAM OF ENROLLMENT: FALL 1979 THROUGH FALL 1982

AA/AS (Transfer) Degree

| Fall 1979 Program | | Fall 1980 Stayed the Same | Fall 1980 Moved to Another Program | Fall 1981 Stayed the Same | Fall 1981 Moved to Another Program | Fall 1982 Stayed the Same | Fall 1982 Moved to Another Program |
|---|---|---|---|---|---|---|---|
| Undeclared/Unknown/Invalid | % | 53.60% | 46.40% | 30.67% | 69.33% | 13.33% | 86.67% |
| | (N) | (52) | (45) | (23) | (52) | (4) | (26) |
| Science and Math (04, 07, 17, 19) | % | 82.84 | 17.16 | 90.67 | 9.33 | 66.67 | 33.33 |
| | (N) | (169) | (35) | (68) | (7) | (20) | (10) |
| Business (05) | % | 96.55 | 3.45 | 86.63 | 13.37 | 80.39 | 19.61 |
| | (N) | (615) | (22) | (162) | (25) | (41) | (10) |
| Education (08) | % | 95.70 | 4.30 | 89.80 | 10.20 | 83.33 | 16.67 |
| | (N) | (358) | (16) | (132) | (15) | (25) | (5) |
| Engineering (09) | % | 96.45 | 3.55 | 96.77 | 3.23 | 90.91 | 9.09 |
| | (N) | (136) | (5) | (30) | (1) | (10) | (1) |
| Arts/Humanities (10, 11, 15, 23) | % | 92.43 | 7.57 | 82.72 | 17.28 | 55.17 | 44.83 |
| | (N) | (171) | (14) | (67) | (14) | (16) | (13) |
| Health (12) | % | 90.24 | 9.76 | 73.33 | 26.67 | 68.75 | 31.25 |
| | (N) | (74) | (8) | (22) | (8) | (11) | (5) |
| Social/Benavioral Science (14, 20, 21, 22) | % | 94.12 | 5.88 | 84.00 | 16.00 | 68.75 | 31.25 |
| | (N) | (288) | (18) | (63) | (12) | (22) | (10) |
| General Liberal Arts (49) | % | 73.17 | 26.83 | 58.33 | 41.67 | 63.64 | 36.56 |
| | (N) | (30) | (11) | (14) | (10) | (7) | (4) |
| Technologies (50-55) | % | 72.73 | 27.27 | 50.00 | 50.00 | 00.00 | 00.00 |
| | (N) | (8) | (3) | (1) | (1) | (0) | (0) |
| Other Hegis | % | 95.92 | 4.08 | 88.37 | 11.63 | 91.67 | 8.33 |
| | (N) | (188) | (8) | (38) | (5) | (11) | (1) |
| TOTAL | % | 91.86% | 8.14% | 80.52% | 19.48% | 66.27% | 33.73% |
| | (N) | (2089) | (185) | (620) | (150) | (167) | (85) |



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Table 3
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CHANGES IN PROGRAM OF ENROLLMENT: FALL 1979 THROUGH FALL 1982

AAS (Non-Transfer) Degree

| Fall 1979 Program | | Fall 1980 Stayed the Same | Fall 1980 Moved to Another Program | Fall 1981 Stayed the Same | Fall 1981 Moved to Another Program | Fall 1982 Stayed the Same | Fall 1982 Moved to Another Program |
|---|---|---|---|---|---|---|---|
| Undeclared/Unknown/Invalid | | 43.33% (13) | 56.67% (17) | 26.92% (7) | 73.08% (19) | 20.00% (2) | 80.00% (8) |
| Science and Math (04, 07, 17, 19) | | 87.10 (27) | 12.90 (4) | 92.31 (12) | 7.69 (1) | 100.00 (6) | 0.00 (0) |
| Business (05) | | 97.26 (71) | 2.74 (2) | 75.61 (31) | 24.39 (10) | 68.42 (13) | 31.58 (6) |
| Education (08) | | 95.35 (41) | 4.65 (2) | 89.47 (17) | 10.53 (2) | 100.00 (7) | 0.00 (0) |
| Engineering (09) | | 92.86 (39) | 7.14 (3) | 93.75 (15) | 6.25 (1) | 60.00 (3) | 40.00 (2) |
| Arts/Humanities (10, 11, 15, 23) | | 87.50 (7) | 12.50 (1) | 100.00 (3) | 0.00 (0) | 100.00 (2) | 0.00 (0) |
| Health (12) | | 93.94 (31) | 6.06 (2) | 87.50 (7) | 12.50 (1) | 50.00 (2) | 50.00 (2) |
| Social/Behavioral Science (14, 20, 21, 22) | | 95.95 (71) | 4.05 (3) | 95.24 (20) | 4.76 (1) | 75.00 (6) | 25.00 (2) |
| General Liberal Arts (49) | | 83.33 (15) | 16.67 (3) | 75.00 (6) | 25.00 (2) | 66.67 (6) | 33.33 (3) |
| Technologies (50-55) | | 88.89 (8) | 11.11 (1) | 75.00 (3) | 25.00 (1) | 0.00 (0) | 100.00 (1) |
| Other Regis | | 93.88 (46) | 6.12 (3) | 100.00 (11) | 0.00 (0) | 66.67 (2) | 33.33 (1) |
| TOTAL | % | 90.00% | 10.00% | 77.65% | 22.35% | 66.22% | 33.78% |
| | (N) | (369) | (41) | (132) | (38) | (49) | (25) |

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Table 3
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CHANGES IN PROGRAM OF ENROLLMENT: FALL 1979 THROUGH FALL 1982

No Degree

| Fall 1979 Program | Fall 1980 Stayed the Same | Fall 1980 Moved to Another Program | Fall 1981 Stayed the Same | Fall 1981 Moved to Another Program | Fall 1982 Stayed the Same | Fall 1982 Moved to Another Program |
|---|---|---|---|---|---|---|
| Undeclared/Unknown/Invalid | 58.67%<br>(230) | 41.33%<br>(162) | 34.28%<br>(109) | 65.72%<br>(209) | 26.40<br>(47) | 73.60<br>(131) |
| Science and Math<br>(04, 07, 17, 19) | 83.38<br>(326) | 16.62<br>(65) | 74.56<br>(126) | 25.44<br>(43) | 69.05<br>(58) | 30.95<br>(26) |
| Business (05) | 84.85<br>(773) | 15.15<br>(69) | 81.02<br>(350) | 18.98<br>(82) | 73.00<br>(146) | 27.00<br>(54) |
| Education (08) | 92.09<br>(431) | 7.91<br>(37) | 87.08<br>(209) | 12.92<br>(31) | 80.39<br>(82) | 19.61<br>(20) |
| Engineering (09) | 93.02<br>(240) | 6.98<br>(18) | 84.72<br>(61) | 15.28<br>(11) | 79.37<br>(50) | 20.63<br>(13) |
| Arts/Humanities<br>(10, 11, 15, [illegible]) | 86.90<br>(199) | 13.10<br>(30) | 77.50<br>(93) | 22.50<br>(27) | 76.67<br>(46) | [illegible]<br>(14) |
| Health (12) | 0.90<br>(2) | 99.10<br>(221) | 85.71<br>(72) | 14.29<br>(12) | 82.81<br>(53) | 17.19<br>(11) |
| Social/Behavioral Science<br>(14, 20, 21, 22) | 91.68<br>(419) | 8.32<br>(38) | 82.14<br>(161) | 17.85<br>(35) | 69.23<br>(54) | 30.77<br>(24) |
| General Liberal Arts (49) | 59.33<br>(124) | 40.67<br>(85) | 51.47<br>(35) | 48.53<br>(33) | 28.95<br>(22) | 71.05<br>(54) |
| Technologies (50-55) | 83.87<br>(52) | 16.13<br>(10) | 54.05<br>(20) | 45.95<br>(17) | 33.33<br>(4) | 66.67<br>(8) |
| Other Regis | 93.45<br>(328) | 6.55<br>(23) | 84.56<br>(115) | 15.44<br>(21) | 72.37<br>(55) | 27.63<br>(21) |
| TOTAL % | 80.47% | 19.53% | 72.17% | 27.83% | 62.13% | 37.87% |
| (N) | (3124) | (758) | (1351) | (521) | (617) | (376) |

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## ACHIEVEMENT

As reported in Reports 2 and 3 of the study, achievement, measured by earned GPA during the first two years after transfer, followed a trend of gradual increase following a first-term drop from the pre-transfer GPA. This trend changed during the third year following transfer with GPAs continuing to increase, leveling off, or decreasing depending on the group. Students enrolled in the Fall term of the fourth year had lower GPAs than students who had been enrolled in the previous two years. A large number of students had graduated or withdrawn prior to the Fall 1982 term. Thus, the Fall 1982 enrollments reflect a subset of the students from prior terms. Table 4 reports the mean GPAs and standard deviations (SD) for each fall and spring term for all three pre-transfer degree type categories. Mean GPAs for the AA/AS degree group were consistently higher than the other two pre-transfer degree type groups despite decreasing numbers in all three groups.

Table 4

MEAN GPA EACH TERM BY PRE-TRANSFER DEGREE STATUS

| | | | | FISCAL YEAR 1980 | | | | FISCAL YEAR 1981 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Pre-Transfer Degree Status | | Pre-Transfer Mean | SD | Fall 1979 Mean | SD | Spring 1980 Mean | SD | Fall 1980 Mean | SD | Spring 1981 Mean | SD |
| AA/AS | | 3.04 | 0.53 | 2.70 | 0.79 | 2.85 | 0.80 | 2.91 | 0.74 | 3.03 | 0.71 |
| | (N) | (3048) | | (2860) | | (2546) | | (2274) | | (2083) | |
| AAS | | 3.02 | 0.51 | 2.64 | 0.84 | 2.74 | 0.77 | 2.82 | 0.74 | 2.95 | 0.74 |
| | (N) | (669) | | (616) | | (495) | | (410) | | (364) | |
| No Degree | | 2.87 | 0.62 | 2.53 | 0.86 | 2.63 | 0.81 | 2.70 | 0.78 | 2.81 | 0.77 |
| | (N) | (6040) | | (5582) | | (4716) | | (3882) | | (3402) | |

| | | FISCAL YEAR 1982 | | | | FISCAL YEAR 1983 | | | |
|---|---|---|---|---|---|---|---|---|---|
| Pre-Transfer Degree Status | | Fall 1981 Mean | SD | Spring 1982 Mean | SD | Fall 1982 Mean | SD | Spring 1983 Mean | SD |
| AA/AS | | 2.96 | 0.77 | 2.95 | 0.78 | 2.80 | 0.92 | 2.92 | 0.90 |
| | (N) | (770) | | (451) | | (252) | | (147) | |
| AAS | | 2.79 | 0.76 | 2.88 | 0.82 | 2.76 | 0.90 | 2.83 | 0.96 |
| | (N) | (170) | | (112) | | (74) | | (49) | |
| No Degree | | 2.79 | 0.77 | 2.85 | 0.76 | 2.70 | 0.81 | 2.63 | 0.97 |
| | (N) | (1872) | | (1456) | | (993) | | (574) | |

Table 5 shows post-transfer achievement in terms of the percentages of those students receiving grades within each group who earned at least a "C" average (2.00 GPA) and at least a "B" average (3.00 GPA) each term after transfer. During the first two years after transfer, a higher percentage of those students who had received degrees prior to transfer received at least a "C" average. During the third and fourth years, there is little difference in the percentage of each group that received at least a "C" average. The percentages of those receiving at least a "B" average continued the trends established during the first year after transfer. Those students with pre-transfer degrees (either AA/AS (transfer) or AAS (non-transfer)) did better academically than the group of students who transferred without receiving a pre-transfer degree.

Table 5

PERCENTAGE OF GRADES RECEIVED EACH TERM AT "C" OR BETTER AND AT "B" OR BETTER BY PRE-TRANSFER DEGREE

| | FISCAL YEAR 1980 | | FISCAL YEAR 1981 | | FISCAL YEAR 1982 | | FISCAL YEAR 1983 | |
|---|---|---|---|---|---|---|---|---|
| Pre-Transfer Degree Status | Fall 1979 | Spring 1980 | Fall 1980 | Spring 1981 | Fall 1981 | Spring 1982 | Fall 1982 | Spring 1983 |
| AA/AS | | | | | | | | |
| "C" or better | 83% | 89% | 90% | 92% | 87% | 87% | 81% | 86% |
| "B" or better | 43% | 49% | 54% | 59% | 55% | 56% | 51% | 57% |
| AAS | | | | | | | | |
| "C" or better | 80% | 86% | 89% | 92% | 89% | 86% | 84% | 78% |
| "B" or better | 42% | 48% | 50% | 53% | 54% | 54% | 49% | 49% |
| No Degree | | | | | | | | |
| "C" or better | 76% | 81% | 84% | 87% | 87% | 88% | 83% | 84% |
| "B" or better | 35% | 39% | 41% | 49% | 46% | 49% | 41% | 45% |

Because measures of achievement, such as mean GPA and percentage of students earning specific GPAs, can be influenced by the withdrawal of students with lower GPAs or the graduation of students with higher GPAs, Table 6 shows the trends for three other groups--those who were enrolled Spring 1983, those who were not enrolled that term and those who graduated prior to the Spring 1983 term.

Table 6

COMPARISON OF MEAN GPAs FOR SPRING 1983 ENROLLEES, NON-ENROLLEES, AND PRIOR GRADUATES

| Spring 1983 Enrollment Status | | Pre-Transfer GPA | Fall 1979 GPA | Fall 1980 GPA | Fall 1981 GPA | Fall 1982 GPA | Spring 1983 GPA |
|---|---|---|---|---|---|---|---|
| Enrolled | | 2.90 | 2.56 | 2.57 | 2.69 | 2.73 | 2.79 |
| | (N) | (770) | (770) | (589) | (459) | (660) | (770) |
| Not-Enrolled | | 2.82 | 2.34 | 2.44 | 2.52 | 2.47 | — |
| | (N) | (4904) | (4904) | (1974) | (622) | (343) | |
| Prior Graduates | | 3.06 | 2.84 | 2.98 | 2.99 | 3.03 | — |
| | (N) | (4083) | (4083) | (4074) | (2433) | (644) | |

Trends observed early in the study continue to be observed for those students who are still enrolled, as well as for those who graduated prior to Spring 1983. Following an initial drop in GPA for the first term following transfer, a gradual increase in mean GPA occurred. While the same pattern is observed for the first three years for the students who were no longer enrolled, the increase in mean GPA was not as large and did not continue on into the fourth year. Students who had graduated prior to Spring 1983 had the highest GPAs each term. The students who were no longer enrolled and had not graduated by the Spring 1983 term consistently had the lowest GPAs. Thus, while the students who were no longer enrolled had, as a group, experienced slight increases in GPA, their GPAs remained below that of students who were still enrolled or who had graduated. These trends in achievement as measured by GPA reflect the pre-transfer GPA status of each of these groups.

In summary, during the third and fourth years following transfer, students who had earned AA/AS degrees before transferring, continued to earn higher grades after transfer than did the AAS degree recipients or non-degreed transfer students. Students who graduated during the first four years after transferring received higher grades as a group than those who were still enrolled after four years. The students who were still enrolled earned higher grades than the students who were no longer enrolled. A pattern of gradual increase in GPA for both students who were still enrolled at the end of the fourth year and for previous graduates is observed. This same pattern is not observed for students who were no longer enrolled during the Spring 1983 term.

## CONCLUSIONS

Examination of the progress of Fall 1979 transfer students during their third and fourth years following transfer reveals that, in general, the trends that were observed during the first two years of the study continued through the third and fourth years. Post-transfer persistence and achievement continued to vary according to the students' pre-transfer degree status. In fact, for some measures the variation became more accentuated.



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AA/AS degree recipients, as a group, continued to perform better after transfer on all measures than the AAS degree and non-degreed transfer students. They had a higher persistence rate, a higher baccalaureate completion rate, and higher academic achievement as measured by GPA. At the end of the fourth year, 59 percent of these AA/AS students who transferred in the Fall 1979 had earned baccalaureate degrees from the college to which they had transferred. Almost four percent were still enrolled and had not graduated by the end of the Spring 1983 term. This latter percentage could fluctuate either up or down during the fifth year since there are indications that some students have not continuously pursued their baccalaureate degree completion during the first four years.

Throughout the study, AAS degree recipients, as a group, have had a lower cumulative baccalaureate degree completion rate than the AA/AS degree group but a higher rate than the non-degreed transfer group. It is highly unlikely that this trend will change during the last year of the study. However, since approximately six percent of both the AAS and non-degreed group were still enrolled but did not graduate during the Spring 1983 term, it is technically possible for the non-degreed transfer group to surpass the AAS group in baccalaureate completions.

Beginning with the third year following transfer, the trend in the percentage of graduates per term in each of the pre-transfer groups began to change. The non-degreed transfer group began to have the highest percentage of graduates per term. This was expected, for the most part, since students in the other two groups had transferred a larger number of credit hours and, therefore, should have been eligible for baccalaureate degree completion sooner than those who had transferred with no degree. However, the cumulative degree completion rate for the non-degreed group did not increase enough in relation to the other groups' rates to close the percentage difference established during the first two years.

Achievement as measured by GPA also has continued to follow trends set during the first two years. AA/AS degree students, as a group, had the highest pre-transfer GPA and have consistently maintained that status throughout the study. Consistent with their pre-transfer GPA status, AAS degree students continued to have the second highest GPA.

During the first two years of the study mean GPAs experienced a gradual increase each term. During the next two years mean GPAs did not continue to increase each term but randomly fluctuated from term to term.

The results obtained thus far from this study show that although only three out of ten students transferring from two-year colleges to senior institutions in Illinois have completed a two-year associate degree designed for transfer (Associate in Arts or Associate in Science), these students were very successful in pursuing their baccalaureate degrees at the four-year colleges and universities. Preliminary results also indicate that students who made good grades before transferring continued to make good grades at the four-year college or university. These students also had a higher rate of completing the baccalaureate degree. The results of the study also show that many transfer students continue to be enrolled either on a part-time or intermittent basis at the four-year college or university. Therefore, a large number of students continue to be enrolled much longer than expected.

THIRD AND FOURTH YEAR
PERSISTENCE AND ACHIEVEMENT

The fifth and final report will examine in more detail the level of performance, persistence and baccalaureate completion over the five-year period. Predictive validity of two-year college grades and programs of study by senior college or university programs and student performance will be presented. Finally, the relationship between post-transfer achievement and pre-transfer characteristics such as degree earned, credit hours completed and program of study will be examined.

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